

BEHAVIOR MANAGEMENT ACADEMY



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Revised 07-11-02

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Academy Introduction

Using the **Behavior Management Academy** transparency (T1), review the modules with the paraeducators before beginning the academy along with the following.

This academy is intended to give the paraeducator knowledge and skill in instructional methods that support students who have challenging behaviors in inclusive classrooms, resource rooms, self-contained classrooms, domestic settings, and in the community. The modules focus on the interactions that paraeducators have with students whose behaviors are challenging and on the role they play in assisting the professional members of their team with behavior challenges.

Effective behavior management is a complex system of proactive strategies, positive reinforcements, and natural or logical consequences. The most important concept to understand is that good behavioral management begins with the educator; that ultimately the only person anyone can truly control is him or herself. Our focus, therefore, must be on changing what we, as educators do, as opposed to attempting to make or force our students to change. This academy will address this issue and provide participants with a “tool box” of ideas and strategies that have been proven to encourage positive behavior in students.

Understanding behavior and the purpose it serves is a critical component in teaching and supporting any student, but especially students who have challenging behaviors. Behavior “management” is not controlling behavior but rather is assisting a student to develop more appropriate, healthier and positive behaviors to get needs met.

Behavior Management Academy

BeMgnt-T1



Module A: Teaching Rules and Expectations

- *Explain how to establish rules, routines, and procedures for students.*
- *Demonstrate how to teach rules, routines, and procedures to students.*

Module B: Understanding Behavior

- *Define behavior.*
- *Identify the motivations behind behavior.*
- *Demonstrate how to teach and reinforce desired behavior.*

Behavior Management Academy

(continued)

BeMgnt-T1



Module C: Behavior Support and Management

- *Explain how to manage your own behaviors.*
- *Demonstrate how to use a variety of management techniques.*
- *Explain how to establish positive and proactive behavior supports.*
- *Explain how and when to use natural and logical consequences.*
- *Explain how and when to use reinforcements and motivational strategies.*
- *Identify the role of the paraeducator in behavior support.*

Module A: Teaching Rules and Expectations

Behavior Management Academy

Module A: Teaching Rules and Expectations



A. Energizer: Challenging Behaviors

Engage participants in an energizer designed to encourage attendees to begin thinking about behavior and to help personalize the concepts and strategies that will be taught in this academy.



A.1 Steps

- Introduce yourself and share some information about your background.
- Hand out one sheet of blank paper to each participant.
- Ask the participants to think of one student they currently work with who exhibits challenging behavior and have them write down the current concerns they have for this student.
- Next have them write down their hopes and fears for this student's future.
- When they are finished, have the participants form groups of two or three and share with each other what they wrote.



A.1.2 Discussion: Challenging Behaviors

Discuss with the class that they will be asked to keep this particular student in mind throughout the academy in order to help make the ideas and strategies practical to their individual situations.

- As a whole group, have participants answer the question, "What challenging behaviors do kids exhibit in your schools?"
- Write down their responses on chart paper and keep these posted in order to refer to them in the next module.



A.1.3 Discussion: Dealing With Challenging Behaviors

Discuss with participants what it is about these behaviors that make them challenging. Point out that, typically, what we as teachers and paraeducators want is a quick-fix to behavior problems so that we can focus on teaching our lessons. Use the **Stop It!** transparency (T1) to emphasize this point. Discuss with the group that there are no magic answers, no silver bullets that will fix behavior problems quickly.

Challenging behaviors are complex and therefore require complex solutions. Use the **The Problem With the World** transparency (T2) to emphasize this point. Point out to the participants that the most important consideration in dealing with behavior management is what we as adults are doing proactively and how we are responding to children's behaviors. Use the **Frightening Conclusion** transparency (T3) to emphasize this point.



B. Module Goals

Using the **Module A: Teaching Rules and Expectations** handout and transparency (H1/T4), review the goals of the module.

1. Explain how to establish rules, routines, and procedures for students.
2. Demonstrate how to teach rules, routines, and procedures to students.



Goal 1: Explain how to establish rules, routines, and procedures for students.



1.1 Activity: Establishing Expectations

Paraeducators will participate in an activity designed to get them thinking about what kids need to know and be able to do to meet the teacher's behavioral expectations.



1.1.1 Steps

- As a large group, discuss the question, "What behaviors do kids need to know and use to be successful in school?"
- Write down their responses on chart paper and keep these posted so that you can refer to them throughout the duration of the course.
- Say to the class that before you continue with instruction, you'd like to play a game with them. If any participant has played this game before, ask them to not inform the rest of the class what the rules are.
 - ➔ Without telling the class the rules of the game, hand a pair of scissors to a participant and ask her to say "open" or "closed." As the instructor, you will tell her whether she is right or wrong. This has nothing to do with the scissors, but rather is based on how her legs are positioned. If they are crossed, the answer is "closed." If they are not crossed, the answer is "open." Again, do not tell the class this. Simply say right or wrong. That person is to then pass the scissors to the next person. Each person, when handed the scissors, will say "open" or "closed," and you are to simply state whether that is correct or incorrect. Ask the participants to remain quiet if they figure out what the rules of the game are. Have fun with this by feigning agitation with certain students, reprimanding some for not paying attention or for misbehaving, heaping lavish praise on those who happen to guess correctly, etc.
- After several people figure out the rules, or if it begins to drag, end the game.



1.1.2 Discussion: Expectations

Ask the class how it felt to play a game without knowing the rules, what it was like knowing that some people figured out the rules but you couldn't, how it felt to be reprimanded, what it was like to have to guess what the expectations

were. Ask them how different the game would have been if the rules were posted ahead of time. Present the **Rules for the Scissors Game** transparency (T5). Ask the participants if there would have been as many “behavior problems” if they had had the rules beforehand?

Discuss with the participants, that in many cases in schools, teachers do not clearly explain their expectations, leaving students guessing about what they need to do. This can lead to many behavior problems and off-task behaviors. We should never assume that kids automatically know how to behave or can easily figure out what to do, and many students, including those with disabilities, have a very difficult time picking up on the teacher’s expectations without a clear explanation. In light of this, it is critical that teachers and paraeducators take the time to explain their expectations and actually rehearse it with their students. As a large group, discuss the question, “How do students know what to expect in a class or how to behave in school?”



1.2 Activity: Defining, Personalizing, and Challenging Rules

Paraeducators will participate in an activity which will provide a chance to think about rules from a variety of viewpoints.



1.2.1 Steps

- Divide participants into three groups.
- Cut the **Define, Personalize, and Challenge** handout (H2) into the three sections and give one to each group.
- Have each group discuss the questions on their handout.
- After 5-10 minutes, have the groups trade their slips of paper and discuss the new set of questions.
- After 5-10 minutes, have the groups switch again and discuss the final set of questions.
- As a large group, ask the participants to discuss the highlights of their conversations and point out any new insights they may have gained.



1.3 Discussion: Establishing Rules

Using the **Rules for Making Rules** handout and transparency (H3/T6), review the guidelines for creating rules. Provide concrete examples as you discuss each point.

Few As Possible

- Too many rules are difficult to remember and the teacher will spend too much time trying to enforce them. Four to five should be the maximum number of rules.

Simple Wording

- Complicated rules are difficult to follow.

Basic Expectations

- Rules should cover what you need in order to run a smooth, efficient classroom.

Positively Stated

- Rules should teach kids what to do, not what not to do.

Specific and Descriptive

- The more precise you are, the better kids will understand what is expected of them.

Observable

- As a teacher, you should be able to clearly see whether or not kids are following your expectations.

Measurable

- Being able to count or time the behavior will allow you to incorporate rewards and consequences more easily.

Ask the participants for a few rules they have in their settings, and as a group, evaluate whether or not they meet the guidelines just mentioned.



Goal 2: Demonstrate how to teach rules, routines, and procedures to students.



2.1 Lecture: Teaching Rules and Expectations

Using the **Teaching Rules and Expectations** handout and transparency (**H4/T7**), review how rules and expectations should be taught the same way any academic lesson is taught. This includes introducing the rule, modeling the rule, providing guided practice, allowing independent practice, and reinforcing approximations.



2.2 Activity: Teaching Rules

Paraeducators will participate in an activity which provides a chance to apply the above concepts to a typical classroom situation.



2.2.1 Steps

- Divide the class into groups of three or four.
- Have the groups read the **Scenario** handout (**H5**).
- Present the **Scenario** transparency (**T8**) and ask the groups to answer the questions.
- When finished, have each group share their answers with the rest of the class and give feedback as needed.



2.3 Lecture: Teaching Rules and Expectations

Not only do rules for behavior need to be taught, but so do expectations for various classroom procedures such as turning in homework, using the restroom, working with materials, seeking help, etc. Be sure to utilize the guidelines for teaching rules discussed previously.

Using M&M's, model for the class how you would teach children appropriate procedures for using the M&M's as manipulatives for a math lesson.

- Leave them on the desk.
- No throwing.
- Save them until the end to eat them, etc.



2.4 Activity: Teaching Procedures

Paraeducators will participate in an activity which will allow them to practice teaching a typical classroom procedure.



2.4.1 Steps

- Divide the class into four groups.
- Assign each group one of the following procedures and have them design a lesson to teach that procedure. Present the **Planning for Teaching Procedures** transparency (T9) while the groups are working.
 - ↳ Procedure for asking for help.
 - ↳ Procedure for walking down the hall.
 - ↳ Procedure for eating in the lunchroom.
 - ↳ Procedure for leaving the classroom (individually or as a group).
- Have each group actually teach their procedure to the rest of the class and give feedback as needed.



2.5 Lecture: When Students Do Not Understand

Present the **Clarifying Rules** handout and transparency (H6/T10).

Emphasize the importance of re-teaching and review sessions and the consequences if these are not done.

- Students will be unsure.
- They will test the rules, and
- Paraeducators will tend to be too lenient or inconsistent.

Using the **How Do Students Learn Those Behaviors That Foster Learning?** transparency (T11), emphasize the importance of teaching rules by pointing out that some students learn the rules and expectations through “osmosis,” but some need group instruction. Some need individualized instruction, and some need repeated review and practice (over and over). Make note that even as students get older, rules and procedures still need to be taught regularly, and that often at the higher levels, this is not addressed.



2.6 Activity: Personalizing

Paraeducators will participate in an activity involving applying the concepts discussed in this module to the participants' actual work setting.



2.6.1 Steps

- Have the participants refer back to the paper they used at the beginning of class to write down their hopes and concerns for a particular student.
- Present the **One Rule** transparency (T12).
- Have the participants take a few minutes to write down their thoughts about the following questions:
 - ↳ “What is one rule your student needs to learn?”
 - ↳ “How would you teach it?”
- When finished, ask the participants to share their responses with the class.



2.7 Assignment: Examination of Practical Applications of Rules

Have participants examine their work setting over the next few days and, using the **Think About It...** assignment (A1), make note of the following:

- An unclear rule that needs to be clarified.
- A rule that is often broken and why it is broken.
- What happens when rules are violated.
- How consistently rules are taught and reinforced.



Module A Handouts



Module A: Teaching Rules and Expectations

1. Explain how to establish rules, routines, and procedures for students.
2. Demonstrate how to teach rules, routines, and procedures to students.

Define, Personalize, and Challenge

Define:

- What is a rule?
 - What are some types of rules?
 - Why do we have rules?
 - Who decides what the rules are? Why?
-

Personalize:

- How do rules affect your life?
 - When are rules most important to you?
 - When do you want to make the rules?
 - When do you want to break the rules?
 - How do you feel when you break the rules?
-

Challenge:

- Is it ever OK to break the rules? Why or why not?
 - Are there good rules and bad rules? What's the difference?
 - Is there anything to be done to reduce the need for rules?
 - Why do some people disobey the rules more than others?
-

Rules for Making Rules

Few As Possible:

- Too many rules are difficult to remember and the teacher will spend too much time trying to enforce them. Four to five should be the maximum number of rules.

Simple Wording

- Complicated rules are difficult.

Basic Expectations

- Rules should cover what you need in order to run a smooth, efficient classroom.

Positively Stated

- Rules should teach students what to do, not what not to do.

Specific and Descriptive

- The more precise you are, the better students will understand what is expected of them.

Observable

- As a teacher, you should be able to clearly see whether or not students are following your expectations.

Measurable

- Being able to count or time the behavior will allow you to incorporate rewards and consequences more easily.

Teaching Rules and Expectations

- Introduce the rule or expectation.
- Model the rule or expectation.
- Guide students in practice.
- Allow independent practice.
- Reinforce approximations.

Scenario

Transition times between activities were a challenge for Ms. Stewart and her kindergarten students at the beginning of each school year. Some of the children had previous school experiences which included working in small groups, putting supplies away, listening quietly to stories, and lining up. Other children were learning these skills for the first time.

Ms. Stewart began each transition time in her classroom with a quick on-off motion of the lights followed by the instruction, “Please put away your work and move to the next learning center.” She found that some children needed extra prompts as to where to put their completed work or how to push their chairs under the table. Most of the children in her class responded well to simple prompts and verbal praise.

Several students needed something more structured than a prompt. It seemed they were never where they were supposed to be or doing what they had been asked. They did not misbehave or act unruly, but they were always waiting to be told what to do and were unwilling to follow instructions unless told repeatedly or physically assisted. Their personalized care reduced the time that Ms. Stewart could spend with the rest of the class, and had become something of a sore spot with her.

Ms. Stewart only wanted the students to use initiative in the classroom, follow directions, and complete their work in the allotted time without the almost constant teacher attention that was now being expended to achieve the task. The problem was how to accomplish the goal.

Clarifying Rules

- Planning and review sessions can help clarify behavior standards and can increase the probability teachers will act assertively with respect to these standards.

If rules aren't clarified, then

- Students aren't sure because teachers aren't sure.
- Students who aren't sure test the rules.
- Paraeducators who aren't sure and who don't revisit rules regularly tend to be too lenient.



Module A Assignments

Think About It...

- What is an unclear rule in your setting that needs to be clarified?
- What is a rule in your setting that is often broken? Why is it often broken?
- What things typically happen in your setting when rules are violated?
- How consistently are rules taught and reinforced in your setting?

Module A Transparencies

Stop It!

BeMgtA-T1



The Problem With the World

BeMgntA-T2



The problem with the world today is that there is a surplus of simple answers and shortage of simple problems.

Frightening Conclusion

I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

-Haim Ginott

Module A: Teaching Rules and Expectations

BeMgntA-T4



- *Explain how to establish rules, routines, and procedures for students.*
- *Demonstrate how to teach rules, routines, and procedures to students.*

Rules for the Scissors Game

BeMgntA-T5



- *When you play the scissors game, first you hold the pair of scissors.*
- *If you are sitting with your legs crossed, say “Shut.”*
- *If you are not sitting with your legs crossed, say “Open.”*
- *Pass the scissors to the next person.*

Rules for Making Rules

BeMgntA-T6



- *Few As Possible*
- *Simple Wording*
- *Basic Expectations*
- *Positively Stated*
- *Specific and Descriptive*
- *Observable*
- *Measurable*

Teaching Rules and Expectations

BeMgntA-T7



- *Introduce the rule or expectation.*
- *Model the rule.*
- *Guide students in practice.*
- *Allow independent practice.*
- *Reinforce approximations.*

Scenario

BeMgntA-T8



- *What rules and procedures need to be taught?*
- *How would you teach one of them?*
- *What is one rule your student needs to learn?*
- *How would you teach it?*

Planning for Teaching Procedures

BeMgtA-T9



- *Procedure for asking for help.*
- *Procedure for walking down the hall.*
- *Procedure for eating in the lunchroom.*
- *Procedure for leaving the classroom (individually or as a group).*

Clarifying Rules

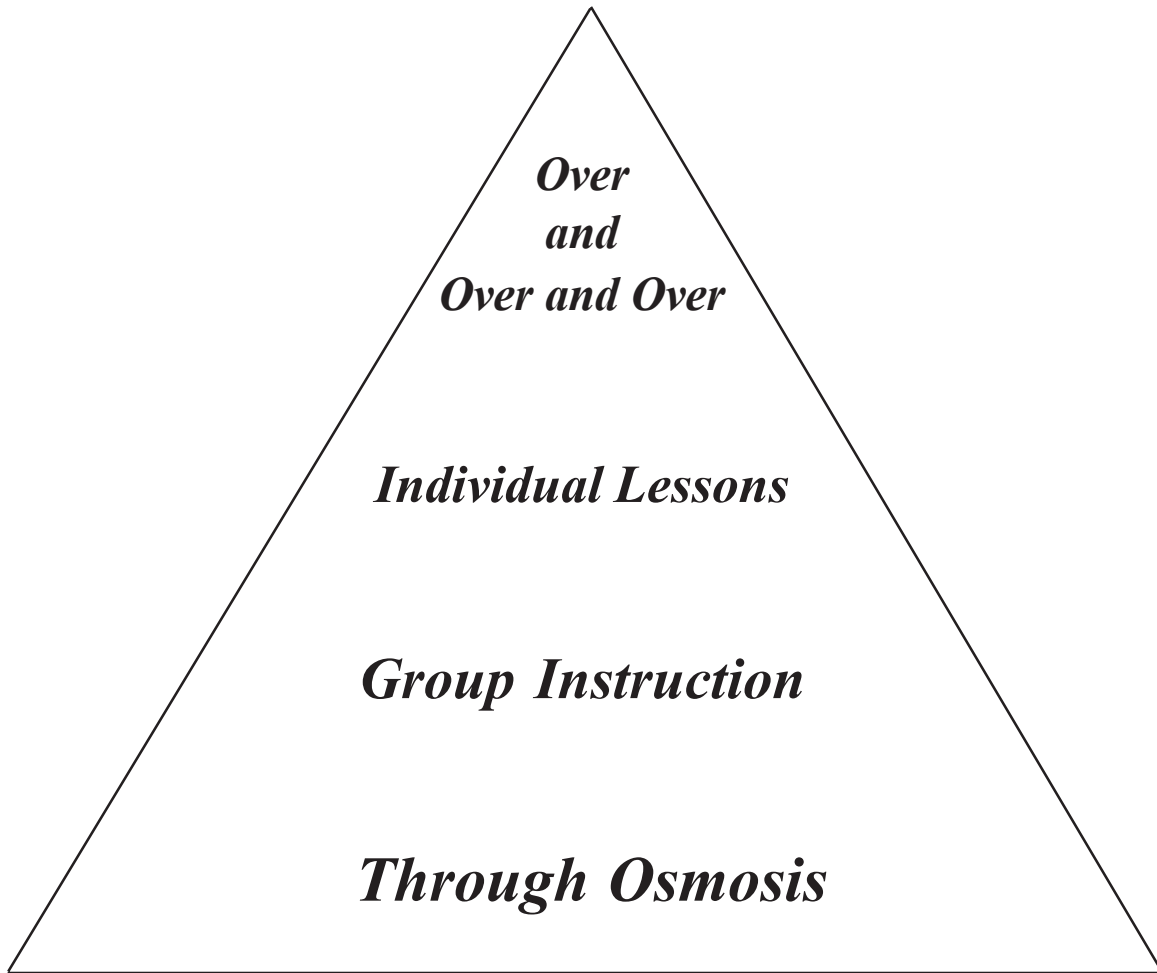
- *Planning and review sessions can help clarify behavior standards and can increase the probability teachers will act assertively with respect to these standards.*

If rules aren't clarified, then

- *Students aren't sure because teachers aren't sure.*
- *Students who aren't sure test the rules.*
- *Paraeducators who aren't sure and who don't revisit rules regularly tend to be too lenient.*

How Do Students Learn those Behaviors that Foster Learning?

BeMgntA-T11



One Rule

BeMgntA-T12



- *What is the one rule your student needs to learn?*
- *How would you teach it?*

Module B: Understanding Behavior

Behavior Management Academy

Module B: Understanding Behavior



A. Energizer: What Do You See?

Paraeducators will participate in an energizer activity designed to encourage thinking about their own behavior, looking more carefully and objectively at student behavior, and realizing how hard changing behavior, adult and student, can be.



A.1 Steps

- Present the **What Do You See?** transparency (T1) and ask participants to share what they see.
- After a few moments, prompt for whether they see an old lady, a young lady, or both.
- Pose the following questions to the group:
 - Which image is right and which is wrong?
 - With a little work, how many can see both ladies?
- Emphasize to the groups that behavior can be like this, some may see one thing and others will see something else, still others can see behavior in more than one way.
- Have participants put their watches on the opposite arm. Instruct them to leave it there as long as possible. Model this yourself.
- Discuss how comfortable a habit can be and how hard it is to change a habit or behavior.
- Ask for examples of habits adults have that are hard to break, healthy or not.
- Point out how students have ingrained habits that are just as hard to stop. Ask for examples from participants.



B. Module Goals

Using the **Module B: Understanding Behavior** handout and transparency (H1/T2), review the goals of the module.

1. Define behavior.
2. Identify the motivations behind behavior.
3. Demonstrate how to teach and reinforce desired behavior.



Goal 1: Define behavior.



1.1 Lecture: Teacher Plans Vs. Student Plans

Emphasize the importance of educators planning for academic and affective growth and what happens if affective, or social, lessons are not planned.

Present the **When Teachers Plan Vs. When Students Plan** transparency (T3), exposing only the left hand side for viewing. Read the Teacher's Plans out loud. Uncover the corresponding Student's Plan one at a time, reviewing each point in this fashion. Return to top of list and state how the Social lessons would read if planned by the educator. Write the changes directly on the transparency.

- Scope and sequence planned.
- Lessons scheduled by teacher.
- Teacher directs instruction.

Continue down list emphasizing the last sentence, "Success is a planned change in ability and skill."

It is just as important for adults to teach behavior and to have affective lessons as it is to teach academics. Teaching behavior and affective lessons is the same process as teaching any academic subject.



1.2 Discussion: Defining Behavior

Present the **Behavior Must Be...** handout and transparency (H2/T4). Point out that behavior must be observable and measurable. Refer back to the chart developed in the Module A Energizer (concerning behaviors) and ask the participants to determine which of the behaviors of concern are observable and measurable. Assist the participants in making the non-measurable and non-observable behaviors on the chart more specific and identifiable.



1.3 Lecture: Changing Behaviors

Changing behaviors requires that we must be very clear about what behavior we are seeing. Behavior must be able to be seen, heard, counted, or timed. Changing behavior and how we look at behavior is very hard to do (Remember the watch, how many still have the

watch on the other arm?). Once we know what the problem behavior is, we can begin to think about what specific behaviors could be taught to replace the inappropriate behavior.



1.4 Activity: Applying the Concept of Defining Behavior

Paraeducators will participate in an activity which involves applying the concept of defining behavior to the participant's actual work setting.



1.4.1 Steps

- Ask the participants to refer back to the paper on their student of concern identified in Module A. Have them record specific observable and measurable behaviors that the student has, both appropriate and inappropriate.
- Ask them to share the behaviors with a partner and have the partner ask the questions on the **Collecting Data** transparency (**T5**), to help each other better define the behaviors of concern.



1.5 Lecture: Data Collection

Present and review the **Collecting Data** handout and transparency (**H3/T5**) to facilitate the lecture.

Data, objective and non-judgmental, is critical to understanding what the student is doing. It leads to understanding why (motivation), to intervention (what should be done), and to evaluation (is the intervention successful). Paraeducators need to be able to count or time observable behaviors. They need to be able to evaluate the intensity of the behavior in comparison to previous behaviors. Paraeducators who know how to collect data are invaluable.



1.6 Discussion: Tools to Measure Behavior

Provide data collection forms and resources from your district. Allow participants to review these individually or in small groups. Engage them in a discussion to determine which might be most helpful for their particular settings.

Excellent resources for data collection sheets and procedures can be found in *The Tough Kid Book* and *The Tough Kid Tool Box* by Rhode, Jenson, and Reavis, published by



Sopris West; and *The Teacher's Encyclopedia of Behavior Management* by Sprick and Howard; published by Sopris West.



Goal 2: Identify the motivations behind behavior.



2.1 Lecture: The Purpose of Education

Use the **The Purpose of Education** handout and transparency (**H4/T6**) to facilitate the lecture regarding the purpose of education and the process for looking at motivations (functions, outcomes, needs) by using data collected on behavior.

Present the **Motivation Guide** handout and transparency (**H5/T7**). Review with the group the various motivations students may have. Point out that they are the same motivations that adults have. Stress that the purpose, or motivation, is addressing a need. State that the need is not the problem and that we cannot change needs. We can assist students in getting needs met in different, more appropriate ways.



2.2 Discussion: Determining Motivations

Play a few clips from movies or TV shows that show a character in action. Engage the participants in a discussion regarding the motivation for the characters' behaviors (it is not necessary to know the plot line to have fun with this exercise). Ask them to guess at the motivations. Have them refer back to the **Motivation Guide** handout (**H5**).



2.3 Activity: Your Student

Paraeducators will have the opportunity to hypothesize the motivation for the behaviors their student of concern is exhibiting.



2.3.1 Steps

- Have the participants return to the paper on their student of concern and hypothesize about the motivation for behavior.
- Ask them share and discuss the hypotheses with a partner.



Goal 3: Demonstrate how to teach and reinforce desired behavior.



3.1 Lecture: Elements of a Plan for Teaching Desired Replacement Behaviors

It is always important to use a team of educators to try to understand the purpose of a student's behavior. The more difficult the student is to motivate or to control, the more important this is.

Present the **Teaching Replacement Behaviors** handout and transparency (**H6/T8**). Emphasize that educators need to define a student's inappropriate behaviors, use observational data to hypothesize what the student's motivation is, and then determine what replacement behavior the student needs to learn. Next, educators need to determine how the student can learn new behaviors and how to reinforce appropriate behaviors while not inadvertently reinforcing the inappropriate behaviors. Ask the participants about the watch on the wrong arm.

To teach and reinforce replacement behaviors, educators need to consider three areas:

- The environment,
- Direct teaching needed, and
- The teachable moments.

Environmental strategies are those conditions that are put in place to allow the student to have access to his or her needs (preferential seating, star charts, a special job for the teacher, sensory input). Direct teaching refers to the skills the student must be taught using the principles outlined in Module A. Teachable moments are the many opportunities in a day that a student can be reinforced for demonstrating the appropriate behavior or consequence for the inappropriate behavior. Teachable moment strategies will be discussed in detail in Module C.



3.2 Activity: Identifying Desired Replacement Behaviors

Paraeducators will participate in an activity brainstorming different strategies that adults can use to encourage the use of appropriate student behaviors and appropriate behaviors that students can use to get their needs met.



3.2.1 Steps

- Select six of the motivations from the **Motivation Guide** transparency

(T7), and title sheets of chart paper with one motivation each. Place the chart papers around the room.

- Divide the class into six groups.
- Have each group brainstorm about and list on the chart paper appropriate ways for students to get needs or motivations met for about four to five minutes, then shift the groups around so that each group gets a chance to read and add to the brainstormed list.
- The last group at each chart paper needs to write a summary statement answering the question, “What is important for adults to remember when teaching a student who has this need?”
- Place the chart papers on the walls and allow the participants to copy ideas from each chart paper.



3.3 Activity: Identifying Motivations

Paraeducators will apply what they have learned about identifying motivations.



3.3.1 Steps

- Divide the class into four groups.
- Use the **Scenarios** handouts (H7/H8/H9/H10).
- Assign each group a scenario to review.
- Have the groups brainstorm about the motivation for behavior and provide one or two ideas under each category. You may want to put the **Teaching Replacement Behavior** transparency (T8) back up.
 - ↳ Environmental Strategies
 - ↳ Direct Teaching
 - ↳ Teachable Moments
- Have each group briefly summarize their discussion with the whole class.



3.4 Activity: Your Student

Participants will think about desired replacement behaviors for their student of concern and how they could set up the environment to encourage the use of those behaviors, what they would need to teach the student, and how they would reinforce or consequence the student.



3.4.1 Steps

- Ask the participants to, once again, return to their student of concern and list several possible desired replacement behaviors he or she could learn/use.
- Have them record a few ideas in each category.
 - ↳ Environmental Strategies
 - ↳ Direct Teaching
 - ↳ Teachable Moments
- Ask the participants to share their ideas with the class and review the teaching expectations from Module A.



3.5 Lecture: Variables that Impact Behavior

Present and review the **Variables That Impact Student and Staff Behavior** handout and transparency (H11/T9).

There are variables that impact behavior and can cause behavior to change. Physiological variables include such things as allergic reactions, illness, pain, change in medication, lack of sleep, hunger, etc. Environmental variables include such things as noise, light, uncomfortable clothes, visual stimulation, activity levels, being hot or cold, etc. Social-emotional factors include all those experiences people have when interacting with others, such as hurt feelings, anger, love, jealousy, fun, etc. An argument on the bus or playground, being made fun of, or being “yelled at” by an adult are examples of social-emotional variables that could impact behavior. These factors in our own lives may interfere with our ability to monitor or regulate our behavior.

Ask participants to suggest what kinds of experiences students may have that might impact their behavior. Ask participants to suggest what kinds of experiences adults may have that might impact their behavior. Discuss as a group ways in which staff can reduce stress and maintain professionalism when impacted by such variables.



Module B Handouts

Module B: Understanding Behavior

1. Define behavior.
2. Identify the motivations behind behavior.
3. Demonstrate how to teach and reinforce desired behavior.

Behavior Must Be...

Observable.

- It can be seen
- It can be heard
- It can be identified

Measurable.

- It can be counted
- It can be timed

Collecting Data

Is the behavior frequent? If so, use frequency counts.

- How often? How many times?

How long does the behavior last? Time it.

- How many minutes?

How intense is the behavior? Agree on a scale and rate it.

- On a scale of 1 to 5, how bad is it compared to last time it happened?

The Purpose of Education

We teach children so they may become competent adults. That's the purpose of education.

Teaching behavior is a valid and critical curriculum. Appropriate behavior is part of what makes an adult competent.

- All behavior is purposeful.
- All purposes are valid.

Observing, measuring, and analyzing behavior tells us what need or motivation that behavior is meeting. Once we understand what need the behavior is meeting we can teach and support desired replacement behaviors to get those needs met.

To understand the motivation, or function, of behavior:

- Select one behavior.
- Watch it objectively.
- Count how often it happens or how long it lasts. Note when it stops.
- Look for what happens just before the behavior (the antecedent) then watch for what happens just after the behavior (the consequence).
- Then watch it some more.
- Look for patterns. Who is involved? What time of day is it most likely to happen?
- After watching the behavior for some time, make a guess or hypothesis about the function, or motivation, of the behavior.

Motivation Guide

Acceptance/Affiliation

- The student needs to connect to others; to gain interaction; to be recognized; to be accepted even if for negative behaviors.

Attention

- The student needs “all eyes on me;” needs to be the focus of attention; acts to discriminate him/herself from the group.

Communication/Frustration

- The student uses behavior to express him/herself; is frustrated by an inability to understand communication from others and/or to express him/herself adequately; may need longer periods of time to understand others and to formulate thoughts before expressing self.

Tangible

- The student wants/needs an object; does whatever it takes to get and keep an object.

Sensory

- The student seeks to physically stimulate him/herself or to withdraw from over stimulation; may be overwhelmed with external stimulus or internal stimulus; may struggle with attention; may be fidgety; may engage in repetitive actions in order to tune in or tune out stimulation.

Motivation Guide

(continued)

Power/Control

- The student needs to be in control of attention, people, events, or situations; may engage in power/control battles; needs to win perceived battles.

Avoidance/Escape/Protection

- The student needs to avoid a task, situation, activity, event or person; may need to protect self from feelings of doubt or incompetence; may be uncomfortable.

Justice/Revenge

- The student seeks justice or restitution for a perceived wrong; to settle a score; takes matters into own hands.

Adapted from Neel and Cessna, "Instructionally Differentiated Programming: A Needs Based Approach for Students with Behavior Disorders, Colorado Department of Education monograph, 1993

Teaching Replacement Behaviors

- Target Inappropriate Behaviors
- Motivation for Behavior
- Target Replacement Behaviors

To teach and reinforce replacement behaviors, educators need to keep in mind:

The Environment

- Those strategies put into place in a student's environment that allows access to his or her needs.

Direct Teaching

- The lessons that must be taught to a student, sometimes over and over and over again.

Teachable Moments

- The systematic plan to reinforce appropriate behaviors and consequence inappropriate behaviors throughout a student's day.

Scenario 1

Ian is a seven year old boy who refuses to write more than one or two words on a paper. His letters seem immature for his grade level and he never offers to read out loud. When given directions to write in his reading log, he sharpens his pencil, visits with friends, goes to the bathroom, and/or wants to go the office for one physical complaint or another. When the paraeducator sits by him and tells him he must get this done first, he can become angry and refuse to work. He will put his head on his desk and refuse to look up until writing time is over.

Scenario 2

Sandi is a twelve-year-old girl who has always been known as a difficult behavior problem. She rarely cooperates with teachers or peers. She argues all the time. When asked to get out materials, she is “busy” doing other things. When asked again to get out materials, she gives a disrespectful response and turns away from the paraeducator. Lately, on the playground, a small group of students have been following her around. Other students report that she has a “gang.” Staff either get locked into battles with her or they ignore her.

Scenario 3

Elena, fourteen years old, is a recent arrival to the school. Her family does not speak English. Her English is minimal. She is shy and somewhat withdrawn, but seems to be making progress with friendships. In class, when she is given directions in either English or her native language, she nods in apparent understanding but fails to get started. She always immediately raises her hand and says she doesn't understand. When helped, she gets the concept readily, but just can't seem to work unless a peer or adult is right next to her assisting her.

Scenario 4

Mark is a sophomore who is in constant motion. He can't seem to sit still for more than about 15 minutes before he calls out, talks to a neighbor, starts fiddling with his pack, or is out of his seat asking for a pass to the office or bathroom. He seems to be able to write okay, but once he gets a few lines down, he gets distracted by any noise or activity in class and can't seem to get back on track. He irritates adults and peers with constant little noises or comments he makes. A paraeducator has been asked to help him with a report in the library, but all he wants to do is open a million books and walk around. He is friendly enough, just impossible to focus.

Variables That Can Impact Student and Staff Behavior

- Physiological Factors
- Environmental Factors
- Social-emotional Factors

Keeping Your Professional Cool:

-
-

Module B Transparencies

What Do You See?

BeMgntB-T1



Module B: Understanding Behavior

BeMgntB-T2



- *Define behavior.*
- *Identify the motivations behind behavior.*
- *Demonstrate how to teach and reinforce desired behavior.*

When Teachers Plan Vs. When Students Plan

BeMgntB-T3



Teacher's Plan

- *Focus: Academics*
- *Teacher schedules scope and sequence is scheduled.*
- *Teacher schedules lessons.*
 - ↳ *Time planned.*
 - ↳ *Activity planned.*
 - ↳ *Order planned.*
 - ↳ *Materials planned.*
- *Teacher directs instruction.*
 - ↳ *Teacher begins lesson.*
 - ↳ *Student responds.*
 - ↳ *Teacher corrects.*
 - ↳ *Student changes response.*
- *Success is a PLANNED change in ability or skill.*

Student's Plan

- *Focus: Social*
- *No scope or sequence.*
- *Student schedules lessons.*
 - ↳ *Any opportunity.*
 - ↳ *Surprise!*
 - ↳ *Whatever is available.*
 - ↳ *Opportunity driven.*
- *Student directs instruction*
 - ↳ *Teacher begins lesson.*
 - ↳ *Teacher reacts.*
 - ↳ *Teacher “corrects.”*
 - ↳ *Teacher changes response.*
- *Success is an ABSENCE of BEHAVIOR.*

Behavior Must Be...

BeMgntB-T4



Observable.

- *It can be seen.*
- *It can be heard.*
- *It can be identified.*

Measurable.

- *It can be counted.*
- *It can be timed.*

Collecting Data

BeMgntB-T5



Is the behavior frequent? If so, use frequency counts.

- *How often?*
- *How many times?*

How long does the behavior last? Time it.

- *How many minutes?*

How intense is the behavior? Agree on a scale and rate it.

- *On a scale of 1 to 5, how bad is it compared to the last time it happened?*

The Purpose of Education



*We teach children so they may become competent adults.
That's the purpose of education.*

*Teaching behavior is a valid and critical curriculum.
Appropriate behavior is part of what makes an adult
competent.*

- *All behavior is purposeful.*
- *All purposes are valid.*

*Observing, measuring, and analyzing behavior tells us
what need or motivation that behavior is meeting.*

*Once we understand what need the behavior is meeting we
can teach and support desired replacement behaviors to
get those needs met.*

The Purpose of Education

(continued)

BeMgntB-T6



- *Select one behavior.*
- *Watch it objectively.*
- *Count how often it happens or how long it lasts. Note when it stops.*
- *Look for what happens just before the behavior (the antecedent) then watch for what happens just after the behavior (the consequence).*
- *Then watch it some more.*
- *Look for patterns. Who is involved? What time of day is it most likely to happen?*
- *After watching the behavior for some time, make a guess or hypothesis about the function, or motivation, of the behavior.*

Motivation Guide

Acceptance/Affiliation

- *The student needs to connect to others; to gain interaction; to be recognized; to be accepted even if for negative behaviors.*

Attention

- *The student needs “all eyes on me;” needs to be the focus of attention; acts to discriminate him/herself from the group.*

Communication/Frustration

- *The student uses behavior to express him/herself; is frustrated by an inability to understand communication from others and/or to express him/herself adequately; may need longer periods of time to understand others and to formulate thoughts before expressing self.*

Tangible

- *The student wants/needs an object; does whatever it takes to get and keep an object.*

Motivation Guide

(continued)

BeMgntB-T7



Sensory

- *The student seeks to physically stimulate him/herself or to withdraw from over-stimulation; may be overwhelmed with external stimulus or internal stimulus; may struggle with attention; may be fidgety; may engage in repetitive actions in order to tune in or tune out stimulation.*

Power/Control

- *The student needs to be in control of attention, people, events, or situations; may engage in power/control battles; needs to win perceived battles.*

Avoidance/Escape/Protection

- *The student needs to avoid a task, situation, activity, event or person; may need to protect self from feelings of doubt or incompetence; may be uncomfortable.*

Justice/Revenge

- *The student seeks justice or restitution for a perceived wrong; to settle a score; takes matters into own hands.*

Teaching Replacement Behaviors

BeMgtB-T8



There are three areas to consider in teaching replacement behaviors:

1. The Environment

➡ *Those strategies put into place in a student's environment that allow access to his or her needs.*

2. Direct Teaching

➡ *The lessons that must be taught to a student, sometimes over and over and over again.*

3. Teachable Moments

➡ *The systematic plan to reinforce appropriate behaviors and consequence inappropriate behaviors throughout a student's day.*

Variables That Can Impact Student and Staff Behavior

BeMgntB-T9



- *Physiological Factors*
- *Environmental Factors*
- *Social-Emotional Factors*

- *Keeping Your Professional Cool:*

Module C: Behavior Management Strategies

Behavior Management Academy

Module C: Behavior Management and Support



A. Module Goals

Using the **Module C: Behavior Management and Support** handout and transparency (H1/T1), review the goals of the module.

1. Explain how to manage your own behaviors.
2. Demonstrate how to use a variety of management techniques.
3. Explain how to establish positive and proactive behavior supports.
4. Explain how and when to natural and logical consequences.
5. Explain how and when to use reinforcements and motivational strategies.
6. Identify the role of the paraeducator in behavior support.



Goal 1: Explain how to manage your own behavior.



1.1 Lecture: Controlling the One Person You Truly Can Control

Present the **Velcro Teacher** handout and transparency (**H2/T2**). Very often as support staff, we stay too close to our students and do not let the natural cues of the environment guide the student. Go through each step of the “recovery program” to provide ideas for avoiding too much dependency on the part of the student.

Present the **Prompting** handout and transparency (**H3/T3**). Review the different prompt levels adults can use and explain the increasing degree of independence the prompts allow. Explain the EFGH model that helps to foster student independence. In general, paraeducators should begin with the least intrusive support and utilize more intrusive interventions only as the needs of the student dictate.

Present the **Adult Feelings** handout and transparency (**H4/T4**). Different student behaviors can make us feel and react in different ways. When students are impulsive, we typically are irritated and annoyed. Their frequent behaviors just don’t seem to respond to our words. We are constantly after them to stop, start, or quit! Rebellious students challenge us. They can frighten us. When students deny their behavior, they take away what we saw or heard. We think we have to be detectives who can gather proof! It is confusing and they read our confusion as if they are reading a good novel! Discouraged children make us feel so helpless. They simply won’t or can’t function. We feel exasperated and lost in trying to encourage, cajole, or push.

Mistakes we make. Because student behaviors can generate a range of emotions within ourselves, we often respond to their behavior in inappropriate ways, and thus inadvertently trigger worse behaviors, get distracted from the actual issue at hand, or damage our relationship with the student. Present the corresponding transparencies (**T5/T6/T7/T8/T9**). We try to:

- **Have the Last Word (T5),**
- **Talk too Much (T6),**
- **Win Every Battle (T7),**
- **Ask Why (T8), and**
- **Show No Respect for the Student or Their Feelings (T9).**

Present the **Controlling the Only One You Can Control** handout and transparency (**H5/T10**). To avoid power struggles and other mistakes talked about above, it is important to

focus on the one person you can truly control - yourself. The way you phrase directions and commands can make a tremendous difference in the way students respond. It is important to focus on what you will do and what you can control rather than make statements that ultimately, should the student choose, cannot be enforced. See <http://www.loveandlogic.com> for more information and great handouts.



1.2 Activity: Enforceable Statements

Paraeducators will participate in an activity which provides an opportunity to practice making enforceable statements.



1.2.1 Steps

- Divide paraeducators into groups of three or four.
- Ask the groups to refer back to **Controlling the Only One You Can Control** handout (H5) and to come up with several commands or directions they frequently give and rephrase them into invitations.
- As a large group, ask the participants to share and discuss what they came up with. They should address the following questions:
 - How easy or difficult it is to make statements enforceable?
 - Do we do this naturally?
- Discuss as a group any directions or commands that groups had a hard time changing into enforceable statements.



1.3 Activity: Your Student

Paraeducators are given an opportunity to apply the concepts to their specific student.



1.3.1 Steps

- Have the participants individually think about one or two commands their particular student frequently has difficulty complying with.
- Ask them to write down a way they could change the direction into an enforceable statement.
- Ask for some examples from individuals and discuss as a group.



1.4 Lecture: Managing Your Own Behavior

Present and review the **Managing Your Behavior** hadout and transparency (H6/T11).

Look Inward

- Check your attitude. Start each class with a smile and enthusiasm, and keep it up!
- Display a positive attitude in and out of the classroom.
- Leave your problems outside of the classroom.
- Be friendly with all of your students.
- Remember when you were that age and how you wanted to be treated. Would you want to be a student in your classroom?
- Use humor whenever possible to alleviate tension.
- Be sincere and know you can help all students.
- Respect all students.
- Work to improve your teaching techniques.

Consistency and Modeling

- When conflict arises, take time to think. Never do anything in anger.
- Follow up with a positive action after a conflict.
- Watch the tone and volume of your voice.
- Never hesitate to tell a student you are sorry.
- Avoid sarcasm.
- Encourage and praise your students.
- Develop a feeling a group cohesiveness.
- Work on developing a positive feeling with each student- focus on their positive qualities.
- Avoid rules which you cannot enforce.
- Have realistic expectations for your students.
- Avoid the use of vindictive or mass punishment.
- Ignore minor disturbances.
- Call each student by name.



Goal 2: Demonstrate how to use a variety of management techniques.



2.1 Activity: Teaching Styles

Paraeducators will gain an understanding of the different messages various teaching styles can send to students.



2.1.1 Steps

- Inform the class that you are going to do an activity that will be very easy. Call up three volunteers to the front of the class.
- Using the **Trace the Track** transparency (**T12**), have each of the volunteers in turn attempt to trace along the track with a vis-à-vis pen, using their opposite hand, wearing an oven mitt, and looking at the overhead through a mirror.
- When the first volunteer is going, assume the role of a “drill sergeant.” Be overly directive, inform him/her that they are falling behind the rest of the class, “bark” commands, get on his/her case for not paying attention or following directions, etc.
- When the second volunteer is going, assume the role of a “helicopter.” Be nice but overly helpful, do the thinking for the participant, “rescue” him/her from their mistakes by giving hand-over-hand assistance and even doing it for them, don’t allow her to make mistakes, etc.
- When the third volunteer is going, assume the role of a “consultant.” Be supportive, but allow him/her to work through his/her own mistakes. Point out things they do well, give tips and suggestions, provide lots of encouragement, move away and let him/her work independently, etc.
- As a large group, ask the participants to comment on what they noticed about the three scenarios, and ask the three volunteers how each of them felt during the exercise and what they thought about you as the teacher.



2.2 Lecture: Common Teaching Styles

Using the **Teaching Styles** handout and transparency (**H7/T13**), review the three most common teaching styles as presented by Jim Fay and David Funk, and the message that is inadvertently communicated by each one.

Drill Sergeants

- n Exert power over others, make commands, “bark.” They say things like, “Don’t talk that way in my classroom!” and “Don’t leave without your pass!” and “When will you learn to turn your work in on time?” The underlying message that is conveyed is, “I know better than you what’s good for you, you can’t think for yourself, follow my orders and you’ll be fine.”

Helicopters

- Hover around their students, and do the thinking and the working for the student. They say things like, “Why can’t you remember your homework?” and “I’ll think through that problem for you.” The underlying message that is conveyed is, “You are helpless, you are unable to handle the challenges in your life, so I have to rescue you.”

Consultants

- Sympathize with the situation, listen and provide choices, leave the decision to the person with the problem. They say things like, “I’m sorry you forgot your homework,” “Are you planning to stay in class today?” and “I argue at 12:15 and 3:15 daily, which works best for you?” The underlying message that is conveyed is, “I know you are strong and wise enough to handle the challenges in your life, I’m here to encourage you and support you.”



Goal 3: Explain how to establish positive and proactive behavior supports.



3.1 Lecture: Proactive Behavior Strategies

Use the **Proactive Behavior Strategies** handout and transparency (**H8/T14**) to facilitate the lecture.

Regular Instruction and Practice of Rules

- Effective teachers teach students their expectations, review and reinforce those expectations regularly, and provide consistent consequences for rule infractions.

Class Schedule

- Activities and lessons should be planned carefully and thoroughly to insure that students are engaged in active learning approximately 80% of any given period.

Class Structure

- The classroom should be arranged so that the teacher has easy access to all students. Students with behavioral challenges are seated away from distractions and closer to direct supervision, and all students are able to easily focus on instruction.

Wandering Teacher

- The teacher should not stay in any one place in the classroom for more than a few minutes. He/she should be wandering around the room and checking in regularly with all students.

Instructional Level

- Lessons and activities need to be carefully matched with the students' academic level. In general, kids should be successful 80% of the time.



3.2 Lecture: Preventative Management Techniques

Use the **Preventative Management Techniques** handout and transparency (**H9/T15**) to facilitate the lecture.

Planned Ignoring

- Some behaviors can be ignored and the teacher can wait until the child is behaving appropriately before acknowledgment or recognition is given.

Signal Intervention

- Shake of the head, whisper, motion of the hand, blinking of lights, etc. Don't wait until you are angry.

Proximity Control

- Position yourself near the student at the beginning stages of a problem and continue with instruction.

Fly-By's

- Similar to proximity control, but this time a gentle verbal reprimand or reminder is given quickly and quietly as the teacher walks away and continues with instruction.

Interest Boosting

- Change activities, take a quick break, or alter your approach when you feel the class is losing momentum.

Humor

- An explosive situation can sometimes be warded off if the teacher can make light of the situation without belittling the student or dwelling too long on the problem.

Hurdle Help

- At the beginning signs of frustration, be there to assist the student or allow them a short break.

Planned Redirection

- Have in mind a job, or other task, that a student can be redirected to for a few minutes during the early stages of a problem.



3.3 Activity: Further Understanding Positive and Proactive Strategies

Paraeducators will have an opportunity to learn about and discuss positive and proactive strategies through an interactive learning structure.



3.3.1 Steps

- Have participants count off by three and form groups accordingly: all 1's together, all 2's together, and all 3's together.
- Provide the groups with the appropriate handout.
 - ↳ Group 1: **Make the Tough Kid Your Best Friend (H10).**
 - ↳ Group 2: **Whose Responsibility Is It? (H11).**
 - ↳ Group 3: **Self-Defeating Thinking and Stinkin' Thinkin' (H12).**
- Ask each group to read their handout.
- Have each groups discuss the main points of the strategy and prepare to

teach them to the other two groups.

- When finished, have the groups reorganize themselves creating groups of three members. Each group should contain one person from Group 1, one person from Group 2, and one person from Group 3.
- Have the members of the new groups teach their strategy to the other two members of the group, making sure each person has the opportunity to cover their strategy.
- When everyone is finished, bring them back to the large-group setting and discuss any questions, comments, or concerns that may have arisen.



3.4 Lecture: Gaining Compliance

Present the **Gaining Compliance** handout and transparency (**H13/T16**). Model each point, using one of the class participants as your “challenging student.” Emphasize the importance of remaining calm, collected, and consistent. Many problems can be avoided if the student knows he cannot upset his teacher. Use the **They Can’t Get Your Goat** transparency (**T17**), to underscore this point.



3.5 Activity: Your Student

Providing the paraeducators the chance to apply the above concepts to their specific student.



3.5.1 Steps

- Have participants write down ideas they may have come up with during the last two units for how they might change their own behaviors, attitudes, or techniques to help foster greater independence and appropriate behaviors in their student.
- Ask the participants to share some of their ideas with the class.



Goal 4: Explain how and when to use natural and logical consequences.



4.1 Lecture: Designing and Implementing Consequences

The goal of effective behavior management is not to control students, but rather to foster structures for success, encourage active involvement, prevent misbehavior, and teach behavioral expectations. However, many schools and teachers are overly reliant on punitive consequences. The problem with this is that punitive consequences have inherent and inescapable drawbacks:

- Escape/avoidance behaviors,
- Lying and cheating,
- Feelings of resentment,
- Feelings of fear,
- Defiant attitudes.
- The punishment can become reinforcing. and
- The punishment can set a negative climate.

Present the **Designing Consequences** handout and transparency (**H14/T18**). Natural consequences are events that just happen after a behavior. For example, a natural consequence of forgetting your coat is being cold. Logical consequences are events following a misbehavior that are imposed by someone, but have some logical connection to the behavior. For example, if a student or class distracts the teacher from her lesson, it is a logical consequence for the teacher to have to continue teaching the lesson during the students' free time or choice time, because she did not have a chance to complete the lesson during the allotted time. Natural and logical consequences allow the teacher to sympathize with the student while allowing the consequences to do the teaching and disciplining. Use the **Logical Consequences Vs. Punishment and Mistakes That Ruin a Logical Consequence** handouts and transparencies (**H15/H16/T19/T20**) to further facilitate this lecture. Review the notion of targeting specific, observable behaviors and how that makes it easier to implement consequences when you know exactly the behaviors for which you're looking.

Present the **Pre-Planning** handout and transparency (**H17/T21**). Emphasize the importance of having in mind pre-planned, specific consequences (and reinforcements to be discussed in the following unit). A chart like this should be developed for major classroom rules and expectations as well as for students who consistently exhibit challenging behaviors. This prevents forcing educators to have to think on the spot, provides for greater consistency,

and allows the educator to discuss behaviors and consequences ahead of time with the students.



4.2 Discussion: Possible Consequences

Present the **Possible Consequences** handout and transparency (**H18/T22**). Emphasize that milder consequences are easier to implement consistently. Also, emphasize that many of these can be used as an initial response to a behavior that is not directly covered by the rules and has no pre-planned consequence. Delayed consequences are often even more effective, and it is OK to simply document the behavior and let the student know that you'll get back to them about a consequence at a later time.

As a class, brainstorm as many additional ideas as possible for mild and logical consequences to inappropriate behavior.



4.3 Activity: Your Student

Paraeducators will have the opportunity to apply the ideas and strategies just discussed to their student.



4.3.1 Steps

- Have participants write down two or three ideas or strategies for consequences they could try implementing with their student or a group of students with whom they work..
- Ask the participants to share their ideas with the group.



Goal 5: Explain how and when to use reinforcements.



5.1 Lecture: Designing and Implementing Reinforcements

Emphasizing positive behaviors and reinforcements over negative behaviors and consequences will greatly increase student cooperation. Consequences and punishments can only go so far, there is a clear ending point (corporal punishment and public execution are pretty much the limit!). Rewards and encouragement, on the other hand, are virtually limitless when approached with optimism and creativity. Review the idea of pre-planned consequences and reinforcements using.

Present the **Reinforcements** handout and transparency (**H19/T23**). Provide at least three positive comments for every negative or corrective comment made. Emphasize again that targeting specific, observable behaviors helps make reinforcement systems more consistent and easier to implement. As much as possible, match the reinforcers with the motivation behind the student's inappropriate behavior (e.g., if a student is misbehaving in order to gain attention, the reward the student earns for demonstrating appropriate behavior should somehow provide the student with lots of attention, such as being line leader or passing out papers to the class). When providing a reinforcer, focus on the behavior, not the reward that will be given. Gradually fade the use of reinforcers over time, always shifting focus to the internal satisfaction positive behavior brings.

Present the **Questions to Consider** transparency (**T24**).

- Am I reinforcing the appropriate behaviors consistently?
- Am I reinforcing the appropriate behaviors frequently enough?
- Am I specifically describing the appropriate behaviors each time I am reinforcing them?
- Have I properly matched the rewards with the student's motivation?
- Is the student or group satiated with the reward? Do I need to change the rewards?
- Are my expectations realistic for this student or group? Does the student or group believe they can be achieved? Do I need to make the behavioral goals more attainable?



5.2 Activity: Further Understanding Reinforcements

Paraeducators will have the opportunity to further explore reinforcements.



5.2.1 Steps

- Have participants count off by three and form groups accordingly: all 1's together, all 2's together, and all 3's together.
- Provide the groups with the appropriate handout.
 - ↳ Group 1: **Mystery Motivators (H20).**
 - ↳ Group 2: **Variations on the Good Behavior Game (H21).**
 - ↳ Group 3: **Give Feedback Often (H22).**
- Ask each group to read their handout.
- Have each group discuss the main points of the strategy and prepare to teach them to the other two groups.
- When finished, have the groups reorganize themselves creating groups of three members. Each group should contain one person from Group 1, one person from Group 2, and one person from Group 3.
- Have the members of the new groups teach their strategy to the other two members of the group, making sure each person has the opportunity to cover their strategy.
- When everyone is finished, bring them back to the large-group setting and discuss any questions, comments, or concerns that may have arisen.



5.3 Discussion: Rewards

The best way to ensure long lasting, positive student behavior is to develop internal motivation in the students. This means that students behave appropriately because the results feel good internally - they do well in school, have positive relationships with others, feel proud of hard work, etc. Whenever possible, have students discuss how they feel when they are behaving appropriately, and have them discover the natural rewards (I made a new friend, I felt proud that I tried my best, I was able to go out for recess because I focused on my work this morning).

However, there are times when students require some external rewards before they are able to feel success internally. The point is to only use these until students have had enough success to recognize the good feeling from getting something external for doing what is expected. As mentioned in **Lecture 5.1: Designing and Implementing Reinforcements**, external reinforcers should be faded over time.



Note to Instructor: This is also covered in the Significant Behavior Support Needs Academy.

Present the **Ideas for Rewards** handout and transparency (**H23/T25**). Highlight some of

the ideas listed, and as a large group, brainstorm as many other ideas as possible for rewards and incentives. Include ideas for both elementary and secondary students.



5.4 Activity: Your Student

Paraeducators will have an opportunity apply the ideas and strategies just discussed to their student.



5.4.1 Steps

- Have participants write down two or three specific ideas or strategies for reinforcement they could try implementing with their particular student or a group of students with whom they work.
- Ask the participants to share some of their ideas.



Goal 6: Identify the role of the paraeducator in behavior support.



6.1 Lecture: The Role of the Paraeducator

Use the **The Role of the Paraeducator** handout and transparency (**H24/T26**) to facilitate the lecture. Emphasize that a paraeducator's role is to implement behavioral strategies in accordance with supervising teachers, and if a student has an IEP, in accordance with staffing team decisions. They should not implement new ideas or change existing strategies without consulting the supervising teacher.



6.2 Assignment: Your Student

- The participants will need their Your Student activities throughout this academy.
- Have them share it with someone in their work setting (preferable one of their supervisors) within the next few days.
- This should become an action plan and the participants should sit down with that same person a month or two from now to discuss how implementation of the plan has gone. If a participant will not be working with the particular student they used during the class, they should modify their action plan as needed.
- Use the **A Child's Life** and the **Don't Ever Give Up** transparencies (**T27/T28**), to reinforce the importance of this assignment.



Module C Handouts



Module C: Behavior Management and Support

1. Explain how to modify and control your own behaviors.
2. Demonstrate how to use a variety of management techniques.
3. Explain how to establish positive and proactive behavior supports.
4. Explain how and when to use natural and logical consequences.
5. Explain how and when to use positive reinforcements and motivational strategies.
6. Identify the role of the paraeducator in behavior support.

Velcro-Teacher Syndrome: A 7-Step Recovery Program

1. Admit you have a problem.
2. Don't be afraid to let your students fail at times.
3. Back off, let the classroom teacher or peers give directions and assistance.
4. Teach your students how to seek help from their peers and from the classroom teacher.
5. Use indirect prompting as much as possible (Examples: "What should you be doing now?" "What comes next?" "Where does that go?" "Does this look right to you?").
6. Teach other adults, such as office staff, lunchroom or playground supervisors, and elective/specials teachers how to help your students.
7. Repeat over and over, "I do not have to always be in control."

Prompting

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Physical prompting

- Adult physically guides students through the skill that is being taught.

Direct verbal prompting

- Adult tells students directly what to do or think as they learn the skill.

Non-verbal prompting

- Adult uses only gestures, expressions, and motions to guide students through the skill that is being taught.

Indirect verbal prompting

- Adult asks questions to assist students in remembering what to do as they are learning the skill.

Working Towards Independence*

E- stay back and let student follow the natural cues of the environment.

F- have student focus on what others are doing or what the teacher has asked.

G- guide student through the skill or assignment, student does much of the work.

H- help student directly with the work.

*Reverse this sequence when safety or excessive frustration is a concern.

Adult Feelings

When a student is...	<i>We often feel...</i>
■ Impulsive,	⇒
■ Rebellious,	⇒
■ In Denial,	⇒
■ Discouraged,	⇒

Controlling the Only One You Can Control

Turn your commands and demands into statements you can enforce. Model for students who they can (and should) control! Giving students the responsibility and power to control their actions is a gift that keeps on giving. Shift a command to an invitation within your clear and reasonable limits.

<i>Command</i>	<i>Invitation</i>
■ “Stop talking and listen to me.”	■ “I’ll start the lesson when you are quiet and looking at me.”
■ “Get started on your work now.”	■ “Those of you who start now will avoid having homework.”
■ “Don’t talk to me in that tone of voice.”	■ “I’ll listen as soon as your voice in as quiet as mine.”
■ “Don’t use language like that!”	■ “Those of you who use civilized language can stay in the group.”
■	■
■	■
■	■
■	■

Visit www.loveandlogic.com for more information on enforceable statements, Jim Fay.

Managing Your Own Behavior

Look Inward

- Check your attitude. Start class with a smile and enthusiasm, and keep it up!
- Display a positive attitude in and out of the classroom.
- Leave your problems outside of the classroom.
- Be friendly with all your students.
- Remember when you were that age and how you wanted to be treated. Would you want to be a student in your classroom?
- Use humor whenever possible to alleviate tension.
- Be sincere and know you can help all students.
- Respect all students.
- Work to improve your teaching techniques.

Consistency and Modeling

- When conflict arises, take time to think. Never do anything in anger.
- Follow up with a positive action after a conflict.
- Watch the tone and volume of your voice.
- Never hesitate to tell a student you are sorry.
- Avoid sarcasm.
- Encourage and praise your students.
- Develop a feeling a group cohesiveness.
- Work on developing a positive feeling with each student, focus on their positive qualities.
- Avoid rules which you cannot enforce.
- Have realistic expectations for your students.
- Avoid the use of vindictive or mass punishment.
- Ignore minor disturbances.
- Call each student by name.

Teaching Styles

- **Drill Sergeants**
 - ↳ What They Say:

 - ↳ Message:

- **Helicopters**
 - ↳ What They Say:

 - ↳ Message:

- **Consultants**
 - ↳ What They Say:

 - ↳ Message:

From Teaching With Love and Logic, Fay and Funk, The Love and Logic Press

Proactive Behavior Strategies

Regular Instruction and Practice of Rules

- Effective teachers teach students their expectations, review and reinforce those expectations regularly, and provide consistent consequences for rule infractions.

Class Schedule

- Activities and lessons should be planned carefully and thoroughly to insure that students are engaged in active learning approximately 80% of any given period.

Class Structure

- The classroom should be arranged so that the teacher has easy access to all students, students with behavioral challenges are seated away from distractions and closer to direct supervision, and all students are able to easily focus on instruction.

Wandering Teacher

- The teacher should not stay in any one place in the classroom for more than a few minutes. He/she should be wandering around the room and checking in regularly with all students.

Instructional Level

- Lessons and activities need to be carefully matched with the students' academic level. In general, kids should be successful 80% of the time.

Preventative Management Techniques

Planned Ignoring

- Some behaviors can be ignored and the teacher can wait until the child is behaving appropriately before acknowledgments or recognition is given.

Signal Intervention

- Shake of the head, whisper, motion of hand, blinking of lights, etc. Don't wait until you are angry.

Proximity Control

- Position yourself near the student at the beginning stages of a problem and continue with instruction.

Fly-By's

- Similar to proximity control, but this time a gentle verbal reprimand or reminder is given quickly and quietly as the teacher walks away and continues with instruction.

Interest Boosting

- Change activities, take a quick break, alter your approach when you feel the class is losing momentum.

Humor

- An explosive situation can sometimes be warded off if the teacher can make light of the situation without belittling the student or dwelling too long on the problem.

Hurdle Help

- At the beginning signs of frustration, be there to assist the student or allow them a short break.

Planned Redirection

- Have in mind a job or other task that a student can be redirected to for a few minutes during the early stages of a problem.

Make the Tough Kid Your Best Friend

Kids (and adults for that matter) tend to be more willing to do things for people they like and for people who demonstrate genuine interest in them. A very powerful proactive technique for increasing compliance is to intentionally seek out the student on a regular basis and make note of something they're interested in. This can be a personal hobby, particular clothes they like to wear, activities they've been involved in outside of school, etc.

Keep the exchange brief. Simply indicate that you're aware of their interest and move on. Doing this a couple times per week can begin to build a strong relationship between yourself and the student. If the student wishes, you can engage in a more extensive conversation about their interests, but this is not necessary. Simply being noticed by the teacher can have a powerful effect on a student, and can help you as the educator see those tough kids in a more positive light.

For this to be most effective, avoid placing judgment, good or bad, on the student's interest; avoid making public statements about the student; and focus on personal things, not academic things.

Whose Responsibility Is It?

- Show sympathy and support for the problem.
 - ↳ “That’s tough.”
 - ↳ “That must have felt bad.”
- Empower the student.
 - ↳ “What can you do about that?”
- Walk it through with the student.
 - ↳ “What might happen then?”
- Broaden the range of possibilities and consider the consequences (offer some poor and some good choices).
 - ↳ “Some people have tried...”
 - ↳ “You might think about...”
- Return the problem back to the student.
 - ↳ “I bet you’ll make a reasonable decision.”
 - ↳ “Let me know how it works out.”

Self-Defeating Thinking and Stinkin' Thinkin'

Some students have pessimistic expectations, or anxious and irrational thoughts about their ability or the outcome of an event:

- "I can't do it."
- "I never get it right."
- "I always get it wrong."
- "No one will ever play with me."

Acknowledge the pessimism. To ignore the feeling and counter with optimism will only increase resistance and make the student feel even more defeated. Matching the feeling initially recognizes the discouragement and helps develop rapport and trust. THEN pace forward in the desired direction.

Explore the anxiety. Being able to express anxious thoughts helps a student gain control over them. Watch for key words such as always, everyone, never, and no one. Correct any irrational beliefs he or she may have.

Give the student perspective and a small goal to reach. "This is hard for you. I can see how you feel that way. You know, last week you didn't think you could ..., but with a little help you were able to. Maybe that would work now."

Coach a shift from irrational thoughts to rational thoughts. Use *Stinkin' Thinkin'* patterns to correct irrational thinking.

Stinkin' Thought

- "I *have* to be perfect in *everything* I do."
- "I am stupid. I am bad in everything"
- "No one likes me. I am a loser."
- "This work is too hard. I can't do it"

Rational Thought

- "Nobody is perfect. I may not do well in everything all the time, but I will always try."
- "I am good at some things and not as good at other things. Just like everyone else."
- "Some people may not like me, but when I think about it, a lot do like me."
- "This work is hard, but I will try my best. If it is too hard, I can ask for help."

Gaining Compliance

Make a request or use a statement, not a question, when giving a command.

- Avoid using questions such as, “Isn’t it time to do your work?” or “Would you stop that?”
- Make a request or polite command, such as, “Please start your work.”
- Use a calm voice and the statement, “I need you to...”

Describe the behavior you want.

- Be specific and clear with requests instead of global. For example, “Put your pencils down and look at me,” instead of, “Pay attention.”

Avoid “nagging.”

- Issue a command only twice, then follow through with a pre-planned consequence. The more you request, the less likely you will gain compliance.

Avoid multiple requests.

- Make only one request at a time. Do not string requests together.

Make more “start” requests than “stop” requests.

- Do requests are easier to follow than don’t requests. The majority of teacher requests should be “do,” or the classroom rules and planned consequences are poorly designed, aren’t clear, or are not being implemented effectively.

Get close to the student when giving a command.

- The optimal distance for giving a command is approximately three feet. Commands given from across the room are lost in the wind.

Look student in the eyes.

- Request eye contact (where culturally appropriate) when giving a command.
- Get eye level with the student.

Gaining Compliance

(continued)

Use a quiet voice, do not raise your voice.

- When giving a command, use a quiet voice, up close, and with eye contact.

Give the student time to respond.

- When giving a command, give the student five to ten seconds to respond without hovering before repeating the command or giving a new command.

Be non-emotional.

- Remain calm.
- Elevation of your voice, finger shaking, guilt inducing statements, deprecating comments, frustrated body language, rough handling are guaranteed to reduce compliance and increase resistance.

Verbally reinforce compliance.

- “Catch them doing good.” It is easy to forget and not socially reward a student when he/she complies with your request. If initial compliance is not reinforced, it will cease.
- Remember to use age-appropriate reinforcing statements.

Set limits through choices if necessary.

- If the student remains resistant, offer two choices, a positive one and a negative one. Implement pre-planned consequences or rewards depending on the choice the student makes.

Adapted from The Tough Kid Book, by Jenson, Reavis, and Rhode, published by Sopris West, Longmont, CO

Designing Consequences

- Be consistent.
- If the behavior is frequent, choose a consequence that can be implemented frequently.
- Mild consequences are easier to implement than severe consequences, and are therefore much more likely to be implemented consistently.
- Minimize peer and adult attention when administering consequences.
- Consequences should have a logical, natural association to the misbehavior.
- Inform students of consequences before the misbehavior happens when practical.
- Select a consequence for misbehavior that is most effective in teaching responsibility and least intrusive to the flow of classroom activities.
- Match consequences with the function/motivation of the student's behavior when possible (e.g., time-out is effective for a student seeking attention inappropriately, but not for a student who is misbehaving in order to avoid work).

Logical Consequences vs. Punishment

Logical Consequences

Goal: Student learns to make decisions, evaluate those decisions, and take responsibility.

- Student does his own judging.
- Student reviews behavior and feels consequences.
- Student has the opportunity to feel genuine remorse.
- Student has no opportunity to displace his anger or hurting.
- Student develops a new plan of acting or reacting.
- Student sees adult modeling problem-solving techniques.
- Adult is supportive and sympathizes with the student.
- Student learns about the real-world consequences.

Punishment

Goal: Adult feels powerful and in control.

- Adult is the judge.
- The adult decides what will happen.
- Student feels embarrassed or angry.
- Student resents adult.
- Student pays for his past deed.
- Student learns the use of power and wants it.
- Adult displays anger.
- Student learns to avoid getting caught.

Mistakes That Ruin a Logical Consequence

- Letting your emotions color theirs, becoming angry or upset (remember, it's not your problem).
- Saying, "I hope you've learned your lesson!" and lecturing the student on the value of the "lesson."
- Talking too much.
- Rescuing the student at the last minute.
- Adding additional consequences (these just serve in making the adult feel more in control).

Pre-Planning

OK Behaviors

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Rewards

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Not OK Behaviors

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Consequences

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Possible Consequences

Mild Consequences

- Talk with the student.
- Gentle verbal reprimand.
- Write down the behavior.
- Tally the behavior.
- Have student complete a behavior improvement form.
- Reduction of points earned.
- Time owed for lunch, recess, passing period (1-2 minutes per infraction).
- Restitution or “community service.”
- Loss of privileges in short increments.
- Separation from peers.
- Time out in class (one minute per age).
- Time out outside of class (one minute per age).

Other Ideas

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Reinforcement

- Remember to provide at least three positive comments for every negative or corrective comment you make.
- Target a specific, observable, measurable behavior to reinforce.
- As much as possible, match the reinforcers with the motivation behind the student's inappropriate behavior (e.g., if a student is misbehaving in order to gain attention, the reward the student earns for demonstrating appropriate behavior should somehow provide the student with lots of attention, such as being line leader or passing out papers to the class).
- When providing a reinforcer, focus on the behavior, not the reward that will be given.
- Gradually fade the use of reinforcers over time, always shifting the focus to the internal satisfaction positive behavior brings.

Questions to Consider:

- Am I reinforcing the appropriate behaviors consistently?
- Am I reinforcing the appropriate behaviors frequently enough?
- Am I specifically describing the appropriate behaviors each time I am reinforcing them?
- Have I properly matched the rewards with the student's motivation?
- Is the student or group satiated with the reward? Do I need to change rewards?
- Are my expectations realistic for this student or group? Does the student or group believe they can be achieved? Do I need to make the behavioral goals more attainable?

Mystery Motivators

The concept behind a mystery motivator is creating excitement and anticipation around a reward. This is done by not allowing the student or class to know what reward they will be receiving until it is actually earned. There are a number of ways to do this, including writing the reward down on a piece of paper and placing it in an envelope or placing the actual reward in a paper bag. A variety of rewards should be used, ranging from very small (a sticker, five minutes of free time) to large (pizza party, extra recess, special field trip). Every time, the student or class is unsure whether they will be getting a large or small reward, thus generating greater excitement.

Another twist to this concept is using an invisible pen (use Crayola's "Changebles" markers) and a grid. Randomly color in squares with the invisible ink. When the student or class earns a certain number of points, they can color in a square. If the square changes color, they earn the mystery motivator. If they do not earn enough points, they are not allowed to color in that square. They will always wonder if the square they missed was "the big one."

"Selling" the mystery motivator is important to its success. It is up to the teacher to build anticipation and make the reward as "mysterious" as possible.

From *The Tough Kid Book*, Rhode, Jenson, and Reavis, Sopris West

Variations on the Good-Behavior Game

Good-Behavior games provide feedback and reinforcement or consequences appropriate to a targeted behavior. Educators often invent variations to this game to fit their needs. Here are a few ideas to get you started. Remember, no lecturing, no explaining, no arguing!

Add It Up!

- Draw a T-chart on the board or on chart paper. Write “+3” on the left and “-1” on the right. As students start independent work, look up from your work occasionally (at least 3-4 times per session). If ALL students are performing the targeted, desired behaviors, put a checkmark in the “+3” column. If not, the check goes in the “-1” column. Resist the temptation to look up only when they are noisy or off task. At the end of the session, add up the points. Points can accumulate to purchase rewards, although this is often unnecessary.

Hands Up!

- Tell the students you are going to play a game, and would like to see if they can figure out how it works. Go over to the board and inform the class that there has been too much calling out. Draw a smiley face. Say, “This is me. I’m happy because I’m going to win.” Draw a sad face. Say, “This is you. You’re unhappy, because you’ll probably lose. Every time you talk out, I get a point. That’s why I’ll probably win. Every time you raise your hands and I call on you, you get a point, but you hardly ever raise your hands, so I will probably win.”

Your Time, My Time

- Put on the board the estimated number of minutes your direct-teaching lesson should take. Tell the students that as long as you are able to teach in an attentive, quiet room, you will teach. When it gets noisy and distracting, you will stop. Time the noisy, distracting times in minutes or seconds. When focused behaviors start again, quietly without comment subtract the time off the board and continue teaching. Whatever time is left becomes their time for free-choice.

Give Feedback Often

Rate the Behavior

- Give students feedback on what you see and hear. Feedback is non-judgemental, simply information. On a scale of 1 to 10 describe and rate the behaviors, a preferred (or target) behavior and a misbehavior. If you are rating a group, don't attribute the behaviors to any one individual but to the whole group. Turn the rating over to the group or individual for self-evaluation. Avoid using this as punishment ("I'd rate you a "1," no one was ready and you all talked forever!!). Examples:
 - ➔ "On a scale of 1 to 10, I'd rate this group a "7." Most of you had your materials out and were ready to work, a few of you took quite a bit of time organizing yourselves. Sarah, how would you rate the group?"
 - ➔ "On a scale of 1 to 10, I'd rate your work today as an "8," you took a long time to focus on your work, but once started, you put a lot of effort into the thinking and writing. How would you rate yourself today?"

Time on Task

- Use a wrist or desk timer to record minutes of on-task behavior. When the students are on task, turn on the timer. When the students go off-task, stop the timer. When the students have achieved a given number of minutes of on-task time, they can earn free time for the class.

Counters (K-3)

- Place a bean or other type of counter in a container near the student when appropriate behavior is demonstrated. When the container is full or target number of counters is reached, a reward is earned.

Desk Charts

- Place a chart with on- and off-task behavior tally areas on the students' desks. Mark the chart as often as possible. The teacher may cue the student who tallies the behavior with thumbs up or down.

Progress Check

- During assignments say, "You should have answered the first question by now," or "You should have a thesis sentence and several ideas written by now."

Ideas for Rewards

- Access to snack machines.
- Art supplies.
- Be first in line.
- Be team captain.
- Books.
- Candy.
- Care for class pet.
- Choose activity or game for class.
- Class field trips.
- Comic books.
- Extra P.E., break, or recess time.
- Extra snack at lunch.
- Free-homework pass.
- Games.
- Good student certificates.
- Notebooks.
- Omit certain assignments.
- Pencils.
- Positive note home.
- Positive phone call home.
- Puzzles.
- Run errands.
- Small toys.
- Stickers.
- Stuffed animals.
- Things from novelty store (disappearing ink, fake vomit, etc.).
- Use of walkmans.

Other Ideas:

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The Role of the Paraeducator

- Carry out behavior intervention strategies in accordance with classroom procedures or individual student behavior plans.
- Carry out behavior intervention strategies consistently until a change is deemed necessary by the supervising teacher or staffing team.
- Collect data consistently and accurately.
- Describe concerning behaviors in observable terms.
- Make note of frequency, duration, and intensity of concerning behaviors.
- Avoid making judgments or using subjective statements, just note the ABC's of each behavioral incident.

Module C Transparencies

Module C: Behavior Management and Support

BeMgntC-T1



- ***Explain how to modify and control your own behaviors.***
- ***Demonstrate how to use a variety of management techniques.***
- ***Explain how to establish positive and proactive behavior supports.***
- ***Explain how and when to use natural and logical consequences.***
- ***Explain how and when to use positive reinforcements and motivational strategies.***
- ***Identify the role of the paraeducator in behavior support.***

Velcro-Teacher Syndrome: A 7-Step Recovery Program

BeMgntC-T2



- 1. Admit you have a problem.***
- 2. Don't be afraid to let your students fail at times.***
- 3. Back off, let the classroom teacher or peers give directions and assistance.***
- 4. Teach your students how to seek help from their peers and from the classroom teacher.***
- 5. Use indirect prompting as much as possible.***
- 6. Teach other adults such as office staff, lunchroom or playground supervisors, and elective/specials teachers how to help your students.***
- 7. Repeat over and over, "I do not have to always be in control."***

Prompting

**I
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G**

Physical prompting

- ***Adult physically guides students through the skill that is being taught.***

Direct verbal prompting

- ***Adult tells students directly what to do or think as they learn the skill.***

**I
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Non-verbal prompting

- ***Adult uses only gestures, expressions, and motions to guide students through the skill that is being taught.***

Indirect verbal prompting

- ***Adult asks questions to assist students in remembering what to do as they are learning the skill.***

Adult Feelings

BeMgntC-T4



When a Student Is:

We Often Feel:

- | | |
|-------------------------|------------------------------------|
| ■ <i>Impulsive...</i> | ■ <i>Irritated and annoyed.</i> |
| ■ <i>Rebellious...</i> | ■ <i>Challenged and angry.</i> |
| ■ <i>In Denial...</i> | ■ <i>Exasperated and confused.</i> |
| ■ <i>Discouraged...</i> | ■ <i>Sad and helpless.</i> |

Have the Last Word

BeMgntC-T5



Talk Too Much

BeMgntC-T6



Win Every Battle

BeMgntC-T7



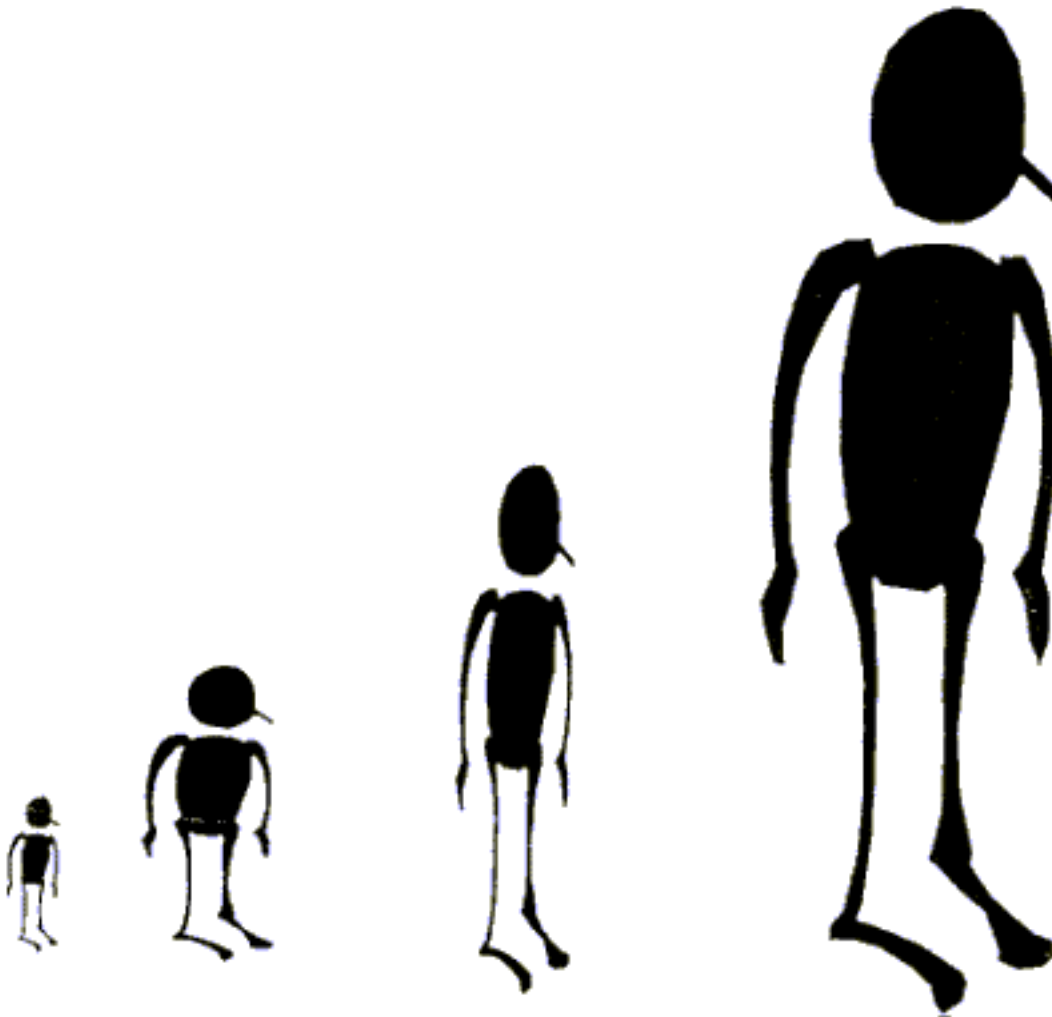
Ask Why

BeMgntC-T8



Show No Respect for the Student or Their Feelings

BeMgntC-T9



Controlling the Only One You Can Control

BeMgmtC-T10



- *Turn your commands and demands into statements you can enforce.*
- *Model for students who they can (and should) control!*
- *Giving students the responsibility and power to control their actions is a gift that keeps on giving.*
- *Shift a command to an invitation within your clear and reasonable limits.*

Controlling the Only One You Can Control

(continued)

BeMgntC-T10



Command

- *“Stop talking and listen to me.”*
- *“Get started on your work now.”*
- *“Don’t talk to me in that tone of voice.”*
- *“Don’t use language like that!”*

Invitation

- *“I’ll start the lesson when you are quiet and looking at me.”*
- *“Those of you who start now will avoid having homework.”*
- *“I’ll listen as soon as your voice is as quiet as mine.”*
- *“Those of you who use civilized language can stay in the group.”*

Managing Your Own Behavior

BeMgmtC-T11



Look Inward

- *Check your attitude. Start class with a smile and enthusiasm, and keep it up!*
- *Display a positive attitude in and out of the classroom.*
- *Leave your problems outside of the classroom.*
- *Be friendly with all your students.*
- *Remember when you were that age and how you wanted to be treated. Would you want to be a student in your classroom?*
- *Use humor whenever possible to alleviate tension.*
- *Be sincere and know you can help all students.*
- *Respect all students.*
- *Work to improve your teaching techniques.*

Managing Your Own Behavior

(continued)

BeMgntC-T11



Consistency and Modeling

- *When conflict arises, take time to think. Never do anything in anger.*
- *Follow up with a positive action after a conflict.*
- *Watch the tone and volume of your voice.*
- *Never hesitate to tell a student you are sorry.*
- *Avoid sarcasm.*
- *Encourage and praise your students.*
- *Develop a feeling a group cohesiveness.*
- *Work on developing a positive feeling with each student, focus on their positive qualities.*

Managing Your Own Behavior (continued)

BeMgntC-T11

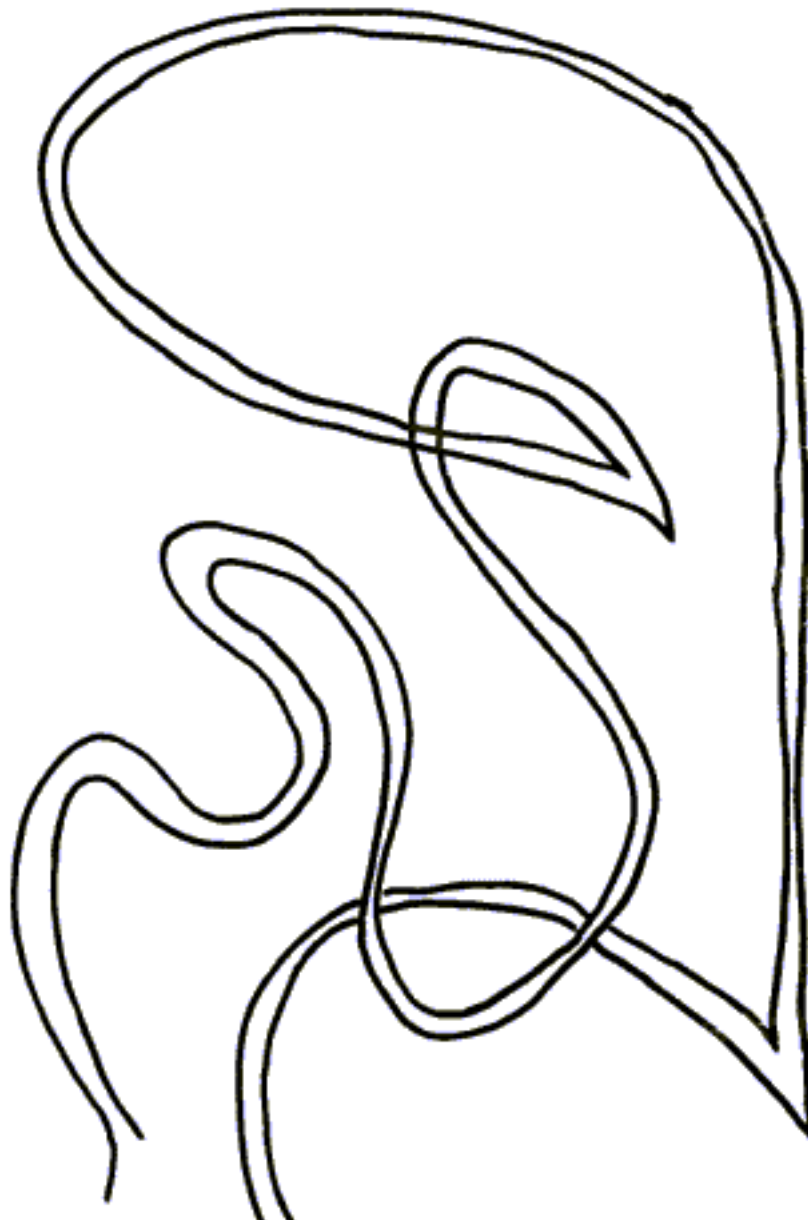


Consistency and Modeling (continued)

- *Avoid rules which you cannot enforce.*
- *Have realistic expectations for your students.*
- *Avoid the use of vindictive or mass punishment.*
- *Ignore minor disturbances.*
- *Call each student by name.*

Trace the Track

BeMgntC-T12



Teaching Styles

BeMgntC-T13



- *Drill Sergeants*
- *Helicopters*
- *Consultants*

Proactive Behavior Strategies

BeMgntC-T14



- *Regular Instruction and Practice of Rules*
- *Class Schedule*
- *Class Structure*
- *Wandering Teacher*
- *Instructional Level*

Preventative Management Techniques

BeMgntC-T15



- *Planned Ignoring*
- *Proximity Control*
- *Fly-By's*
- *Interest Boosting*
- *Humor*
- *Hurdle Help*
- *Planned Redirection*

Gaining Compliance

BeMgntC-T16



- *Make a request or use a statement, not a question, when giving a command.*
- *Describe the behavior you want.*
- *Avoid “nagging.”*
- *Avoid multiple requests.*
- *Make more “start” requests than “stop” requests.*
- *Get close to the student when giving a command.*
- *Look student in the eyes.*
- *Use a quiet voice, do not raise your voice.*
- *Give the student time to respond.*
- *Be non-emotional.*
- *Verbally reinforce compliance.*
- *Set limits through choices if necessary.*

They Can't Get Your Goat

BeMgmtC-T17



*They can't get your
goat if they don't know
where it's tied.*

Designing Consequences

BeMgntC-T18



- *Be consistent.*
- *If the behavior is frequent, choose a consequence that can be implemented frequently.*
- *Mild consequences are easier to implement than severe consequences, and are therefore much more likely to be implemented consistently.*
- *Minimize peer and adult attention when administering consequences.*
- *Consequences should have a logical, natural association to the misbehavior.*

Designing Consequences

(continued)

BeMgntC-T18



- *Inform students of consequences before the misbehavior happens when practical.*
- *Select a consequence for misbehavior that is most effective in teaching responsibility and least intrusive to the flow of classroom activities.*
- *Match consequences with the function/ motivation of the student's behavior when possible (e.g., time-out is effective for a student seeking attention inappropriately, but not for a student who is misbehaving in order to avoid work).*

Logical Consequences vs. Punishment

BeMgmtC-T19



Logical Consequences

- *Student does his own judging.*
- *Student reviews behavior and feels consequences.*
- *Student has the opportunity to feel genuine remorse.*
- *Student has no opportunity to displace his anger or hurting.*

Punishment

- *Adult is the judge.*
- *The adult decides what will happen.*
- *Student feels embarrassed or angry.*
- *Student resents adult.*

Logical Consequences vs. Punishment

(continued)

BeMgntC-T19



Logical Consequences

- *Student develops a new plan of acting or reacting.*
- *Student sees adult modeling problem-solving techniques.*
- *Adult is supportive and sympathizes with the student.*
- *Student learns about the real-world consequences.*

Punishment

- *Student pays for past deeds.*
- *Student learns the use of power and wants it.*
- *Adult displays anger.*
- *Student learns to avoid getting caught.*

Mistake That Ruin a Logical Consequences

BeMgntC-T20



- *Letting your emotions color theirs, becoming angry or upset (remember, it's not your problem).*
- *Saying, "I hope you've learned your lesson!" and lecturing the student on the value of the "lesson."*
- *Talking too much.*
- *Rescuing the student at the last minute.*
- *Adding additional consequences (these just serve in making the adult feel more in control).*

Pre-Planning

BeMgntC-T21



OK Behaviors

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Rewrads

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Not OK Behaviors

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Consequences

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Possible Consequences



- *Talk with the student.*
- *Gentle verbal reprimand.*
- *Write down the behavior.*
- *Tally the behavior.*
- *Have student complete a behavior improvement form.*
- *Reduction of points earned.*
- *Time owed for lunch, recess, passing period (one to two minutes per infraction).*
- *Restitution or “community service.”*
- *Loss of privileges in short increments.*
- *Separation from peers.*

Possible Consequences *(continued)*

BeMgntC-T22



- *Time out in class (one minute per age).*
- *Time out outside of class (one minute per age).*

Other

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Reinforcements



- *Provide at least three positive comments for every negative or corrective comment you make.*
- *Target a specific, observable, measurable behavior to reinforce.*
- *As much as possible, match the reinforcers with the motivation behind the student's inappropriate behavior.*
- *When providing a reinforcer, focus on the behavior, not the reward that will be given.*
- *Gradually fade the use of reinforcers over time, always shifting the focus to the internal satisfaction positive behavior brings.*

Questions to Consider

- *Am I reinforcing the appropriate behaviors consistently?*
- *Am I reinforcing the appropriate behaviors frequently enough?*
- *Am I specifically describing the appropriate behaviors each time I am reinforcing them?*
- *Have I properly matched the rewards with the student's motivation?*
- *Is the student or group satiated with the reward? Do I need to change rewards?*
- *Are my expectations realistic for this student or group? Does the student or group believe they can be achieved? Do I need to make the behavioral goals more attainable?*

Ideas for Rewards

- *Access to snack machines.*
- *Art supplies.*
- *Be first in line.*
- *Be team captain.*
- *Books.*
- *Candy.*
- *Care for class pet.*
- *Choose activity or game for class.*
- *Class field trips.*
- *Comic books.*
- *Extra P.E., break, or recess time.*
- *Extra snack at lunch.*
- *Free-homework pass.*
- *Games.*
- *Good student certificates.*
- *Notebooks.*
- *Omit certain assignments.*
- *Pencils.*
- *Positive note home.*
- *Positive phone call home.*

Ideas for Rewards

(continued)

BeMgntC-T25



- *Puzzles.*
- *Run errands.*
- *Small toys.*
- *Stickers.*
- *Stuffed animals.*
- *Things from novelty store (disappearing ink, fake vomit, etc.).*
- *Use of walkmans.*

Other Ideas:

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The Role of the Paraeducator

BeMgmtC-T26



- *Carry out behavior intervention strategies in accordance with classroom procedures or individual student behavior plans.*
- *Carry out behavior intervention strategies consistently until a change is deemed necessary by the supervising teacher or staffing team.*
- *Collect data consistently and accurately.*
- *Describe concerning behaviors in observable terms.*
- *Make note of frequency, duration, and intensity of concerning behaviors.*
- *Avoid making judgments or using subjective statements, just note the ABC's of each behavioral incident.*

A Child's Life

BeMgntC-T27



*A child's life is like a piece of
paper on
which every passerby
leaves a mark.*

-Ancient Chinese Proverb

Don't Ever Give Up

BeMgntC-T28

